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ABSTRACT

This study found that high dissatisfaction with intrinsic and extrinsic job factors and high risk taking propensity were related to a teacher's decision to strike. The study tested two modules which predicted walk-out and non walk-out behavior. The conceptual model postulated that the teacher's decision to walk out was influenced by degree of satisfaction with intrinsic and extrinsic work factors. In the hypotheses model, each teacher was assigned to one of eight groups with other teachers having similar scores on satisfaction, dissatisfaction, and risk taking propensity. Each of the eight hypotheses predicted either walk-out or non walk-out behavior for teachers in its group. Data was obtained from the responses to a mailed questionnaire of a random sample of 200 Florida teachers. Multiple discriminant analysis procedures were used to test the conceptual model. A correlation with transgeneration program, specifying a Boolean expression, was utilized to assign participants to the eight groups of the hypotheses model. A t value was calculated to determine the existence of significant differences in the walk-out and non walk-cut composition of each group. Results substantiated the conceptual model. Satisfaction, dissatisfaction, and risk taking propensity each significantly predicted walk-out and non walk-out behavior. (The report includes a copy of the questionnaire sent to teachers.) (Author/RT)

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WORK ENVIRONMENT, RISK TAKING, AND THE WALK-OUT BEHAVIOR OF TEACHERS

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SECTION I

SUMMARY

The general question to which this study was addressed was: "What are the differences between those Florida teachers who walked out in the Spring of 1968 with respect to their risk-taking propensity and the supportive and/or non supportive factors of their work environment?"

Specifically, the objectives of the study were to test two models which predicted walk-out and non walk-out behavior. The general or conceptual model postulated that the teacher's decision to walk out or not walk out was influenced by the amount of the individual's satisfaction with intrinsic work factors and dissatisfaction with extrinsic job aspects of the work environment.

The hypotheses model was derived from the conceptual model. Each teacher was assigned to one of the eight groups with other teachers having similar scores on the satisfaction, dissatisfaction, and risk-taking propensity measures. Each of the eight hypotheses predicted either walk-out or non walk-out behavior for teachers in its corresponding group.

Data for the study was obtained from the responses of 200 teachers to a mailed questionnaire which included the satisfaction, dissatisfaction, and risk-taking variable measures.

Multiple discriminant analysis procedures were used to test the conceptual model. A correlation with trans-generation program, specifying a Boolean expression, was utilized to assign participants to the eight groups of the hypotheses model. A t value was calculated to determine the existence of significant differences in the walk-out and non walk-out composition of each group.

The data reported in the study confirmed the relationships of the dependent, independent, and conditioning variables and therefore substantiated the general or

conceptual model. Satisfaction, dissatisfaction, and risk-taking propensity each significantly predicts walk-out and non walk-out behavior.

The major findings related to the conceptual model were:

1. Three of every five teachers who actually walked out expressed low satisfaction, while two of every three teachers who did not walk out disclosed high satisfaction with intrinsic job factors.

2. Three of every five teachers are accurately classified into predicted walk-out and non walk-out categories from their dissatisfaction scores on the extrinsic variable.

3. More than three of every five teachers are accurately classified into predicted walk-out or non walk-out categories by utilizing both satisfaction and dissatisfaction scores.

4. Two of every three participants who did not walk out expressed low risk-taking propensity. Only a slight discrimination was found between high and low risk-taking propensity for walk-out teachers as one combined group.

5. The combination of the satisfaction, dissatisfaction, and risk-taking measures significantly predicts walk-out and non walk-out behavior. Two of every three teachers in the study are accurately classified into predicted groups.

6. While risk taking did not accurately predict walk-out behavior as well as the satisfaction and dissatisfaction measures, nor as accurately as risk taking did for non walk-out behavior, it does significantly discriminate between those teachers who walked out, but shortly returned to the classroom, and those who walked out and remained out for more than two weeks.

   Teachers who returned to their classrooms, while expressing significantly more dissatisfaction with extrinsic job factors and less satisfaction with intrinsic aspects of the work environment, were significantly lower

risk takers than those who remained out for longer periods of time. Two of every three teachers who walked out for two weeks or longer were high risk takers, while three of every five teachers who returned after two weeks or less, were low risk takers. This supports the position of the risk-taking variable as a conditioning variable in the conceptual model.

The major findings related to the hypotheses model were:

1. Teachers assigned to predicted walk-out groups did walk out. More than seven of every ten teachers in the combined four predicted walk-out groups, did walk out.

2. Teachers assigned to predicted non walk-out groups did not walk out. Nearly seven of every ten teachers who remained in their classrooms were classified into these four groups.

3. Group One teachers, expressing low satisfaction with intrinsic factors, high dissatisfaction with extrinsic factors, and high risk-taking propensity, exhibited the highest rate of walk-out behavior. One of every five teachers who walked out was located in this group, while only one of every 14 teachers who remained in their classrooms was classified in Group One.

4. Group Eight teachers, expressing high satisfaction, low dissatisfaction, and low risk-taking propensity, exhibited the highest rate of non walk-out behavior. More than one of every three teachers who did not walk out was classified in this group, while only slightly more than one of every ten teachers who walked out, expressed these measures.

In summary, the data revealed that high satisfaction with intrinsic factors, low dissatisfaction with extrinsic job aspects, and low risk-taking propensity are conducive to a teacher's decision to remain in the classroom, while high dissatisfaction, low satisfaction, and a high propensity to take risks, were related to a teacher's decision to strike. Additionally, risk-taking propensity affects the decision of a teacher who has walked out in the decision to remain on strike, or to return to the classroom.

The study implies that if future teacher strikes are to be successful, teachers must be less concerned about job security when confronted with threats of boards of education. The study further suggests that if the current unrest and so-called "militant" behavior of teachers are to be reduced, boards of education and school administrators must design new organizational structures which are built around the requirements for adequate extrinsic and intrinsic aspects of the work environment. Such action in removing much of the source of this unrest, would contribute to the motivation of teachers toward better teaching performance, and such action would tend to reduce walk-out behavior and its possible disruptive influence in the education of children.

SECTION II

INTRODUCTION

A. BACKGROUND

In 1965 Myron Lieberman, a long-time advocate of teacher militancy, indicated that teachers could not be considered a militant group since only ninety-one strikes by public school teachers had occurred since 1940. In contrast to Mr. Lieberman's statement, the school year of 1967-68 witnessed a flurry of teacher strikes, a total of 114. These strikes accounted for more than one third of the total number of teacher strikes and 80 percent of the estimated number of man days involved in strikes since 1940 (National Education Association, 1968). This trend in teacher militancy has continued since 1968.

The state of Florida experienced its first statewide teacher strike on February 19, 1968, when approximately forty-two percent of the public school teachers did not report to their classrooms. Almost four percent of man days of instruction lost were attributable to that teacher strike, more than any other state in 1967-68 (National Education Association, 1968). This surge of teacher militancy created much consternation among Florida's general public, state and local governments, educational administrators and boards of education, and among the teachers themselves.

The Florida educational crisis of 1968 created a distinct division in the teacher ranks as less than half of the 58,445 teachers actually submitted their resignations and supported the Florida Education Association's decision to "walk out".

Most attempts at explaining Florida's first statewide strike of public school teachers utilized a political-economic approach, placing heavy emphasis on the roles of the governor, legislature, and Florida Education Association as causative factors. The importance of this approach cannot be denied, but a comprehensive picture of the event cannot be obtained without studying the teachers who participated, as well as those who did not, in the Florida strike. There

is a noticeable absence of studies on the attitudes, characteristics, and personality correlates of 1968 Florida teachers. This study is oriented towards the individual teacher as a decision-making participant, ultimately involved in the decision to walk out.

The study contributes to an understanding of the current unrest among teachers which has often led to so-called "militant behavior" as expressed in the form of walk outs or strikes and related activities. Additionally, it considers some alternatives for reducing this unrest among teachers and providing a basis for a work setting which keeps at a minimum apathy and dissatisfaction. Thus, one aim of the study is to suggest factors which might be implemented in the school's internal environment to promote positive teacher motivation and subsequent instructional improvement, reducing organizational conflict and teacher unrest which may result in walk-out behavior and the subsequent disruptive influence in the education of children.

B. PURPOSE OF THE STUDY

The specific purpose of this study is to test the two models illustrated and explained in Section II.

The general question which this research addresses itself to is: "What are the differences between those Florida teachers who walked out and those who did not walk out in the Spring of 1968 with respect to their risk-taking propensity and the supportive and/or non-supportive factors of their work environment?"

Risk Taking

Though the idea of risk taking is not new, much of the research on this subject has been conducted under laboratory conditions and based on pure gambling choices. There is a limited amount of research that is available with regard to personality correlates of decision making.

Royden, Suppes, and Walsh (1959) noted that economists customarily describe a "risk lover" as an individual who, given two investments with the same average return, prefers the one with the higher dispersion. They also distinguish between love of risk and love of danger. Love of danger refers to the person who prefers a high probability of an undesirable outcome. The risk taker is the individual who takes the calculated (determining the amount of risk involved) risk which is mid-way between the sure thing and the wild gamble.

There is an apparent trend within decision making literature to point out individual differences. Mosteller and Nogee (1951) indicated significant differences between a group of college students and a group of National Guardsmen in what was demanded as a just payoff in a risk-taking experiment. In this experiment, every student demanded more than a fair payoff and every National Guardsman required less. Edwards (1953, 1954a, 1954b, 1954c), noted that subjects have a continuing and stable preference for certain probabilities.

Scodel, Rattosh and Minas (1959) found that intelligence is not significantly related to risk taking in a gambling experiment but was related to variability in risk taking and that those who took intermediate risk were high on need achievement. This latter finding is consistent with Atkinson (1957, 1958) and Atkinson, Bastian, Earl and Litwin (1960) who performed research with a risk-taking model based on measurement of fear of failure and a need for achievement. Their research indicated that individuals who are high in the fear of failure and low on need achievement are prone to take either very risky or very conservative bets, while persons high in need achievement and low in fear of failure prefer intermediate gambles (calculated risks).

Lawrence K. Williams (1960) performed the most comprehensive study with respect to personality correlates of the psychological concept of risk-taking propensity. Through the use of his Job Preference Inventory (the risk-taking measure utilized in this study) Williams found that high risk takers, in contrast to low risk takers, placed more emphasis on promotion and doing things at which they were best, and less emphasis on getting along well with other people and employment security. The high risk taker also preferred ability and merit as criteria for mobility in the organization and had more confidence than low risk takers in finding jobs outside the organization when these needs were not met. There was a low positive correlation between risk taking and need for independence. Williams also reported that individuals who were high risk takers had a greater tolerance for change in an organization and they performed better than did low risk takers under changing conditions in the organization. With respect to the amount of risk inherent in the job, Williams found that individuals disliked their jobs when the jobs provided less challenge in terms of risk than the individuals were willing to take. Finally, the study established that organizational positions can be identified in terms of the amount of risk taking that is required for successful performance.

In another series of studies, Williams (1965) found that the higher the propensity to take risks, the greater is the desire to experience job rotation, and the lower the risk taking, less value is attached to promotions. A significant finding was that the higher the risk-taking score, the less was the importance attached to steady employment. Correspondingly, high risk takers believe that finding a new job would not be too difficult whereas low risk takers believe they would have difficulty. Williams also states that reasonably high risk takers, as compared to low risk takers, are more concerned about the nature of their work than about the actual security of their work environment. In each of his findings relating to the extrinsic and intrinsic aspects of work he found that low risk takers were more concerned with the extrinsic characteristics of the work, and high risk takers were more concerned with intrinsic characteristics.

Work Environment

Although studies reported in the literature related to work environment are voluminous, few have created the interest of Frederick Herzberg's (1966) two-factor theory of job satisfaction. This theory states that certain variables in the work environment (satisfiers) are conducive to job satisfaction, but have a relatively small role in producing job dissatisfaction. The satisfiers, or "motivator" factors, that are intrinsic to the job are: achievement, recognition, the job itself, responsibility, and growth or advancement. Other variables (dissatisfiers) lead to job dissatisfaction, but generally do not have a part in creating job satisfaction. The dissatisfiers, or "hygiene" factors, that are extrinsic to the job include: company policy and administration, supervision, interpersonal relationships, working conditions, salary, status and security.

The philosophy behind Herzberg's theory is based on the assumption that the work environment is instrumental in establishing individual dispositions towards the job itself. Job attitude factors are viewed as satisfying or dissatisfying based upon the perception of the work environment and its need-fulfillment potentialities. Findings by Herzberg (1966, 1968) and Herzberg, Mausner and Snyderman (1959) have suggested that the factors causing job satisfaction are separate and distinct from the factors that lead to job dissatisfaction. Herzberg stipulates that the opposite of job satisfaction is not job dissatisfaction but no job satisfaction. Conversely,

the opposite of job dissatisfaction is not job satisfaction but is no job dissatisfaction. Although a problem in semantics appears to exist, Herzberg proposed that in actuality we are dealing with two different sets of needs of man. One set of needs is based on man's animal nature, the inherent drives to avoid environmental pain, and all the learned drives associated with the basic biological needs. For example, to prevent hunger (a basic biological need) it is necessary to earn money. Earning money thus becomes an instrumental activity. These hygienic factors, which are extrinsic to the job, act primarily as dissatisfiers. Such things as school policy and administration, relationship with the principal, physical working conditions, and salary operate to prevent employee dissatisfaction from falling to dangerously low levels. The other set of needs relates to man's unique characteristic, the ability to achieve, and through achievement, to experience psychological growth. These growth or motivating factors are intrinsic to the job.

Application of Herzberg's theory has become known as "job enrichment." Job enrichment entails the improvement of both task efficiency and human satisfaction by means of building into people's jobs greater scope for personal achievement and its recognition, more challenging and responsible work, and more opportunities for individual growth and advancement. This applied technique has been successful in indistry in motivating employees towards greater production and job satisfaction (Paul, Robertson and Herzberg, 1969).

Utilizing Herzberg's interview techniques and job factor classification system with a sample of public school teachers, Sergiovanni (1967) demonstrated that many of the factors which accounted for high job feelings of teachers were mutually exclusive. Additionally, it was found, as postulated by Herzberg, that factors which accounted for high attitudes were related to the work itself, and factors which accounted for low attitudes were related to the conditions or environment of work. Sergiovanni concludes that his findings do not support the assumption that factors which tend to satisfy teachers and factors which tend to dissatisfy teachers are arranged on a conceptual continuum.

In part, this study is a test of Herzberg's theory. His satisfiers and dissatisfiers are used to ascertain the satisfaction and dissatisfaction levels of the 1968 teachers.

C. NEED AND SIGNIFICANCE OF THE STUDY

A constant problem for organizations is the motivation of organizational members toward the purposes of the

organization. A manager or administrator must constantly try to increase his understanding of people, and what motivates them toward better performance. Especially is this true in our affluent society with a highly educated work force.

The significance of this research is that it stresses the importance of motivating through the rewards and satisfaction of the work itself. At the same time it also emphasizes the importance of extrinsic factors (physical working conditions, supervision, higher wages, etc.), not as motivators leading to better performance, but as a means of preventing dissatisfaction, a causative factor in high absenteeism and turnover.

Additionally, this research contributes to a better understanding of the current unrest among teachers which often has been expressed in the form of walk-outs or strikes and related activities. The findings derived from this research may also contribute to the knowledge and understanding of this same type of behavior in other occupational groups, such as the behavior of nurses in hospitals.

SECTION III

CONCEPTS AND HYPOTHESES

This study is directed toward the testing of two models. The first model is a conceptual diagram of the variables and their relationships as conceived in the study. The second framework is the hypotheses model. It is a derivative of the conceptual model. Both make predictions about teacher militancy.

The Conceptual Model

The schematic diagram in Figure 1 indicates the major classes of variables that are utilized in this study. It represents an approach to: 1) conceptualizing the work environment in terms of satisfying and dissatisfying job factors; and, 2) investigating the effects of these job factors on the decision of Florida teachers to walk out or remain in their classes as a function of their risk-taking propensity.

The conceptual framework indicates that the nature of the job and other elements in the work setting directly influence the teacher's decision to strike. This reaction or lack of reaction, is at least in part conditioned by the individual's risk-taking propensity.

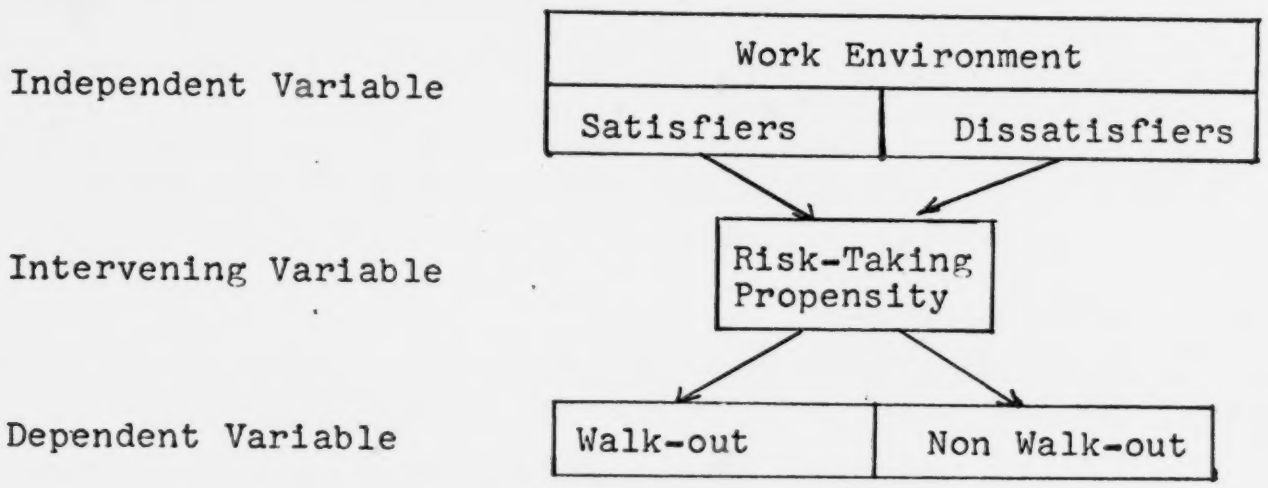

Fig. 1. Major Conceptual Variables

1. INDEPENDENT VARIABLE

The work environment, or job setting, is the most important controllable dispositioning influence on the worker. In this study the work environment is divided into two sets of variables[1]: satisfiers and dissatisfiers.

1.0 Work environment

1.01 Satisfiers. Those work environmental factors which are intrinsic in nature leading towards job satisfaction, and which motivate teachers toward better teaching performance. Specifically, the satisfiers are:

Personal achievement: The accomplishment of tasks and attainment of goals relevant to the teaching position;

Personal recognition: Acknowledgement of and appreciation for a teacher's achievements;

Teaching itself: The interaction between a teacher and students in the act of imparting knowledge or skills; and

Personal responsibility: Being charged with and held accountable for management or control of tasks relevant to the teacher's position.

1.011 High satisfaction[2]: Being more satisfied with the overall intrinsic aspect of the work environment than the average expression of satisfaction by teachers in the study.

1.012 Low satisfaction: Being less satisfied with the overall intrinsic aspect of the work environment than the average expression of satisfaction by teachers in the study.

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[1]This division, and the theory upon which it is based has been explained in Section I under Work Environment.

[2]A more specific description of how variable "highs" and "lows" are determined is found in Section III under Obtaining Variable Scores.

1.02 Dissatisfiers. Those extrinsic work environmental factors which, when inadequately present, tend to produce dissatisfaction on the job, but when adequately present, do not necessarily motivate teachers toward better performance. Specifically, the dissatisfiers are:

Administrative policy: Rules, regulations, and methods of procedure established by the school board and administration;

Relationship with principal: The teacher's associations with the principal in his supervisory and administrative capacities;

Physical working conditions: Available teaching equipment and the condition of the teacher's classroom and school; and

Salary: The actual money paid to the teacher for services.

1.021 High dissatisfaction: Being more dissatisfied with the overall extrinsic aspects of the work environment than the average expression of dissatisfaction by teachers in the study.

1.022 Low dissatisfaction: Being less dissatisfied with the overall extrinsic aspects of the work environment than the average expression of dissatisfaction by teachers in the study.

2. INTERVENING VARIABLE

Risk taking is a fixed and permanent orientation towards job security (Williams, 1965). In this study Lawrence Williams' Job Preference Inventory (1960) is utilized in measuring individual preference for risk taking. The eight items array the respondents along dimensions concerning risk-taking propensity.[3]

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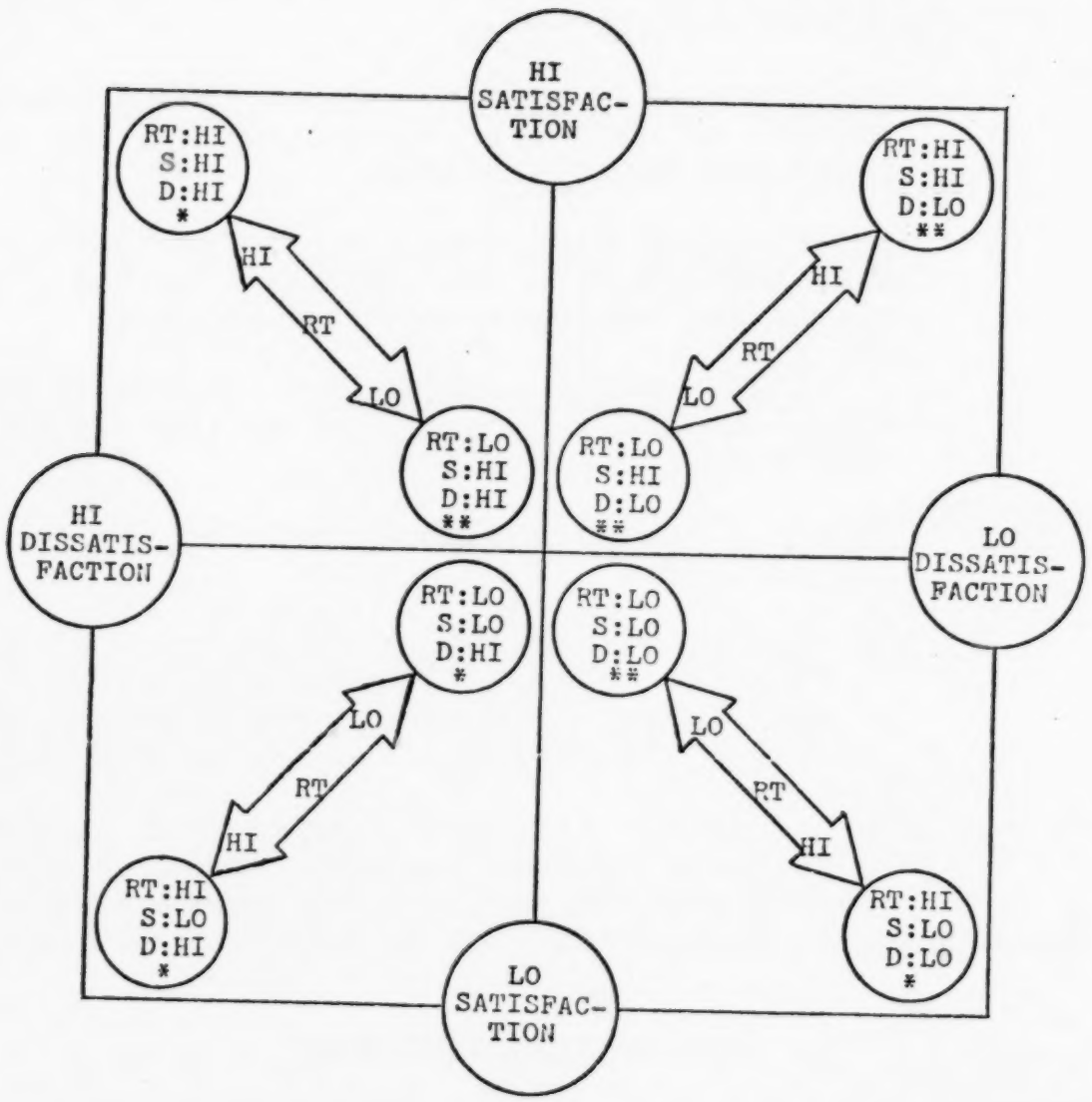
[3]For a more detailed description see Obtaining the Score for the Intervening Variable in Section III.



HYPOTHESES MODEL	
KEY RT: Risk-taking Propensity S: Satisfaction D: Dissatisfaction HI: High Degree LO: Low Degree *: Walked out **: Did not walk out	INDEPENDENT VARIABLES: Satisfaction and Dissatisfaction -- continuum are symbolized by the vertical and horizontal axes. INTERVENING VARIABLE: Risk taking-- continuum symbolized in each quadrant by double-headed arrow. DEPENDENT VARIABLE: Walk out -- symbolized by an asterisk in the extreme groups, Non Walk out -- by two asterisks.

Fig. 2. The Hypotheses Model

2.0 Risk-taking propensity

2.01 High risk-taking propensity. Less concerned with job security and a willingness to risk losing a position for sufficient cause than the average expression of overall risk-taking propensity by teachers in the study.

2.02 Low risk-taking propensity. More concerned with job security and less willingness to risk losing a position than the average expression of overall risk-taking propensity by the teachers in the study.

3. DEPENDENT VARIABLE

Resultant individual teacher behavior is dependent on the intrinsic-extrinsic orientation and the mediating risk-taking propensity.

3.0 Teacher behavior

3.01 Walk-out behavior. The teacher did not report to class on February 19, 1968.

3.02 Non Walk-out behavior. The teacher did report to class on February 19, 1968.

The Hypotheses Model

The main purpose of this study is to test the conceptual model in Figure 1 and the more detailed hypotheses model in Figure 2.

In the hypotheses model the independent variables are represented by the two axes. The vertical axis represents the high-low continuum of satisfaction with the intrinsic job factors of the work environment. The horizontal axis represents the high-low continuum of dissatisfaction with the extrinsic job factors of the work environment.[4] The intervening, or conditioning variable of risk taking is also on a high-low continuum and is depicted as a double-headed arrow in each quadrant of the model.

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[4] Remember that satisfaction and dissatisfaction in the work environment are not viewed in this study as opposite ends of the same continuum. Rather, the opposite of satisfaction is no satisfaction, and the opposite of dissatisfaction is no dissatisfaction.

The small circles in the hypotheses model are the eight possible groupings based on the high-low continuum combinations of the three variables of dissatisfaction, satisfaction, and risk-taking propensity. All respondents are classified into one of the eight groups.

The hypotheses are predictions of the dependent variable, walk-out or non walk-out behavior, in each of the eight groups. The hypotheses symbolically represented in each of the groups included in the model. Predicted walk-out behavior is denoted by an asterisk (*). Predicted non walk-out behavior is represented by two asterisks (**).

Statement of Hypotheses

The formulation of the hypotheses is based on the theory behind the variables and a pilot study conducted on a single Florida county during the Spring of 1969. The hypotheses range from higher levels of predictability as to whether groups exhibited walk-out or non walk-out behavior to hypotheses concerning groups with lower levels of predictability. Figure 3 illustrates the predictability level of the hypotheses.

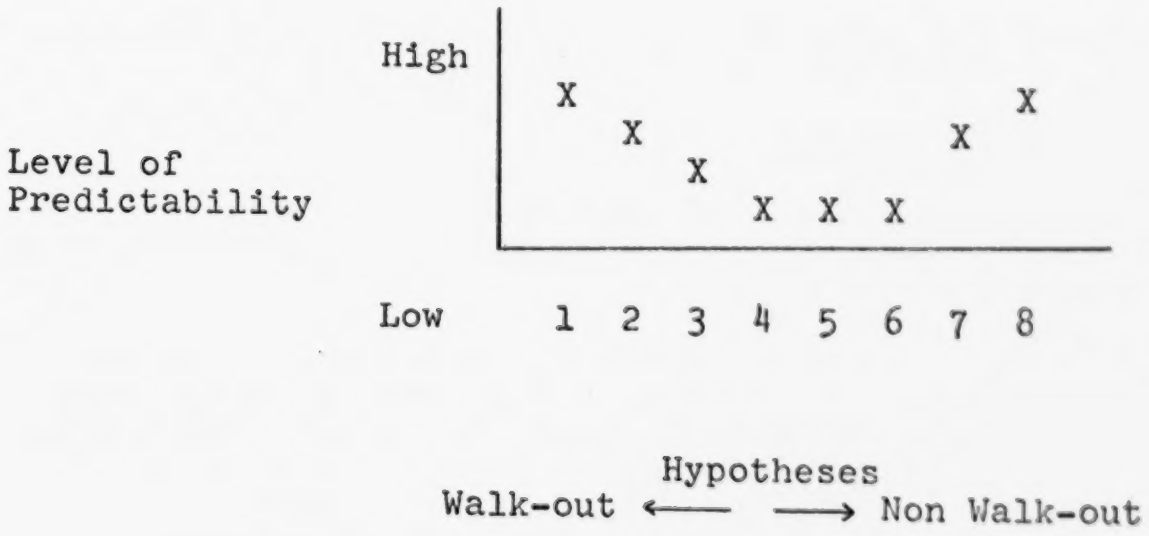

Fig. 3. Hypothetical Levels of Predictability

Hypothesis One: Teachers scoring low in their satisfaction with intrinsic job factors, scoring high in their dissatisfaction with extrinsic job factors, and scoring high on risk taking, walked out.

This group of teachers should exhibit the highest level of walk-out predictability. They are not only highly discontented with both intrinsic and extrinsic aspects of their work environment, but they are also high risk takers, insuring a high degree of walk-out behavior.

Hypothesis Two: Teachers scoring low in their satisfaction with intrinsic job factors, scoring high in their dissatisfaction with extrinsic job factors, and scoring low on risk taking, walked out.

Although this group is low in risk taking, the total discontentment with the work environment should lead to a high degree of walk-out behavior, although not to the extent of the group considered in Hypothesis One.

Hypothesis Three: Teachers scoring low in their satisfaction with intrinsic job factors, scoring low in their dissatisfaction with extrinsic job factors, and scoring high in risk taking, walked out.

Although this group is not dissatisfied with extrinsic job factors, neither are they satisfied with intrinsic job factors. Since high risk takers should be more concerned with intrinsic job factors than extrinsic ones, there is a higher probability of walk-out behavior among members of this group than non walk-out behavior.

Hypothesis Four: Teachers scoring high in their satisfaction with intrinsic job factors, scoring high in their dissatisfaction with extrinsic job factors, and scoring high in risk taking, walked out.

This group is difficult to predict. However, being high risk takers and dissatisfied with extrinsic factors tends to place them as a walk-out group even though they are satisfied with intrinsic job factors.

Hypothesis Five: Teachers scoring low on both satisfaction with intrinsic and dissatisfaction with extrinsic job factors, and scoring low in risk taking did not walk out.

Although these teachers are not satisfied with the intrinsic aspects of their jobs, they do not express high dissatisfaction with extrinsic factors either. Since they are also low risk takers, a slight tendency should exist for these teachers to remain in the classrooms, rather than risk losing their job security. However, this group is difficult to predict.

> Hypothesis Six: Teachers scoring high on both satisfaction with intrinsic and dissatisfaction with extrinsic job factors, and scoring low in risk taking did not walk out.

These teachers are highly dissatisfied with extrinsic job factors, but counterbalance their dissatisfaction with a high degree of satisfaction with intrinsic aspects. Their propensity to take risks is low and therefore the tendency should be for these individuals to not risk losing that satisfaction they now enjoy in their work by walking out. However, because of the high degree of dissatisfaction, the behavior of these teachers is difficult to predict.

> Hypothesis Seven: Teachers scoring high in their satisfaction with intrinsic job factors, scoring low in their dissatisfaction with extrinsic job factors, and scoring high in risk taking did not walk out.

Contented with both aspects of the work environment, there is little reason to walk out. This group is typified as being high risk takers and, therefore, less predictable than the low risk takers in Hypothesis Eight.

> Hypothesis Eight: Teachers scoring high in their satisfaction with intrinsic job factors, scoring low in their dissatisfaction with extrinsic job factors, and scoring low in risk taking, did not walk out.

This group is highly predictable. Content with their work environment and being low risk takers precludes their walking out to any significant degree.

In summary, the model predicts that those groups designated as discontented with both aspects of the work environment, and those discontented with one job factor, and scoring high in risk taking, walked out. Those groups contented with both job factors and those contented with one job factor, and scoring low in risk taking, did not walk out. Figure 4 restates the hypotheses.

HYPOTHESIS GROUP	RISK TAKING	SATIS-FACTION	DISSATIS-FACTION	BEHAVIOR PREDICTION
1	High	Low	High	Walk-out
2	Low	Low	High	Walk-out
3	High	Low	Low	Walk-out
4	High	High	High	Walk-out
5	Low	Low	Low	Non Walk-out
6	Low	High	High	Non Walk-out
7	High	High	Low	Non Walk-out
8	Low	High	Low	Non Walk-out

Fig. 4. Hypotheses Schema

SECTION IV

METHODOLOGY

A. SAMPLE SELECTION

Seven counties were randomly selected from the 67 Florida counties. Each county was a separate school district. The counties selected were: Dade, Broward, Charlotte, Okeechobee, Polk, Suwannee, and Gilchrist. From the seven 1967-68 teacher directories of each county, it was determined that there were 16,604 teachers. A stratified random sample of 500 teachers was made by selecting every thirty-third teacher from the 1967-68 teacher directories. This was determined by dividing the total number of teachers (16,604) by the number to be used as respondents (500). The number selected from each county in the sample is found in Table 1.

TABLE 1

Sample Selection From Each County

COUNTY	NUMBER OF TEACHERS	NUMBER SELECTED IN THE SAMPLE
Dade	9,727	274
Broward	4,143	137
Other	2,734	89
	16,604	500

Since principals, guidance counselors and librarians were also included in the directories as teachers, and since questionnaires were to be mailed only to classroom teachers, if the thirty-third individual selected was not

a teacher, the thirty-fourth was selected. If the thirty-fourth also was not a teacher, the thirty-fifth was selected, and so on.

Since there was no list available of those teachers who walked out or did not walk out, there was no way to insure a specific ratio in the number of instruments administered to the two different groups. The assumption was made that a random sample of 500 teachers would closely resemble the actual 42% walk-out and 58% non walk-out ratio under the law of probability.

B. THE RESEARCH INSTRUMENT

The research instrument for this study was in the form of a mailed questionnaire accompanied by an explanatory cover letter (see Appendix 1). The cover letter, questionnaire and a post-paid return envelope were sent to each of the study participants in May, 1970. Their responses were both individually confidential and anonymous. Past experience indicated that the anonymity of the respondents enhances the rate of return and accuracy of responses. A follow up letter (see Appendix 2) was sent to all respondents, requesting those who had not returned the completed questionnaire to do so. This letter was sent two weeks following the mailing of the questionnaire.

Prior to this study, a pilot study was conducted in May, 1969 in a single Florida county. This provided a check on the questionnaire structure and the methods of data collection. Some revisions were made in the questionnaire and the revised copy was submitted to two advanced doctoral candidates in the Department of Educational Research and Testing at Florida State University. Some additional changes were made and the questionnaire was reproduced for the study.

The major purpose of the questionnaire was to obtain the necessary data for the measurement of the variables related to the study.

Obtaining the Independent Variable Scores

Two major independent variables were specified in the study: satisfiers (1.01) and dissatisfiers (1.02). The score for the satisfiers (reflecting the feelings toward intrinsic job factors) was derived from items 43-46 of the questionnaire. The score for the dissatisfiers (reflecting the feelings toward extrinsic job factors)

was derived from items 47-50 of the questionnaire. Each item of the Likert-type ordinal scale was scored by assigning a numerical value to each slot of the scale. Each item was scored from 6 (beginning with the left side of the scale) down to 1, making a possible total score range from 4 to 24 for each independent variable. A high score (a score above the average of all respondents) on the satisfiers indicated that the individual was satisfied with intrinsic job factors. A low score (a score below the average of all respondents) on the satisfiers indicated that the individual was not satisfied with intrinsic job factors.

The process for obtaining the dissatisfier score was the inverse of the satisfier derivation. A high score on the dissatisfiers indicated little dissatisfaction with extrinsic job factors. A low score was indicative of greater dissatisfaction with extrinsic job factors.

Obtaining the Score for the Intervening Variable

The intervening variable of risk-taking propensity (2.0) was derived from items 27-34 of the questionnaire. Each item of the Likert-type ordinal scale was scored from 1 to 6 providing a possible total score range from 8 to 48. The "high-low risk" ends of the scale were randomly assigned to prevent response set. A high score (a score above the average of all respondents) denoted a high risk taker. A low score (below the average of all respondents) denoted a low risk taker.

Obtaining the Dependent Variable

The dependent variable of walk out or non walk out was determined by item 18 of the questionnaire, where the respondents were asked, "Did you walk out?"

C. RESPONSE RATE

Five hundred and twelve questionnaires were mailed to teachers who taught in the seven Florida counties in 1967-68. One hundred and twelve were returned because the individuals were inaccessible by mail as a result of the two year time lapse between the actual walk out and the mailing of the questionnaire. Of the 400 questionnaires which reached the individual participants, 212 were returned, a response rate of 53 percent. Twelve of the 212 had been incorrectly filled out in some manner, and were not usable. A breakdown by counties is illustrated in Table 2.

TABLE 2

Response Rate

COUNTY	QUESTIONNAIRES MAILED	QUESTIONNAIRES RETURNED UNOPENED	QUESTIONNAIRES REACHING PARTICIPANTS	QUESTIONNAIRES RETURNED BY PARTICIPANTS	PERCENT OF RETURN	USABLE QUESTIONNAIRES	PERCENT OF USABLE QUESTIONNAIRES RETURNED
Dade	284	63	221	117	52.9	110	50.0
Broward	139	41	98	39	39.8	37	37.8
Other Counties	89	8	81	56	69.1	53	61.6
Total	512	112	400	212	53.0	200	50.0

D. DATA ANALYSIS

The data obtained from the respondents in this study is the source for the findings and discussion in Section IV and Section V. This section is concerned with how the data are analyzed relative to the conceptual and hypotheses models (Figures 1 and 2, Section II).

Testing the Conceptual Model

The conceptual model predicts that intrinsic and extrinsic aspects of the work environment and teacher's risk-taking propensity influence the strike behavior of teachers. To test the accuracy of this prediction, multiple discriminant analysis procedures were utilized.

Discriminant analysis is best described as a procedure for estimating the position of an individual on a line that best separates classes or groups. The individual's estimated position is obtained as a linear function of the respondent's $\underline{m}$ test score. Through these procedures an approximate test of the statistical significance of the separation of groups is available, and the relative contribution of the original variables to a discriminant function is also indicated (Cooley and Lohnes, 1962).

The group assignment procedure is derived from a model of multivariate normal distribution of observations within groups such that the covariance matrix is the same for all groups. An individual is classified into the group for which the estimated probability density is the largest. The equivalent computational procedure evaluates the computed linear function corresponding to each of the groups and assigns an individual to the group for which the value is largest.

In this study, individuals were assigned to a predicted walk-out or non walk-out group, based on their scores on each of the three variables. A comparison was made to determine how accurate that prediction was to the actual walk-out behavior of the respondents (see Figure 5). The statistical significance of the separation of the walk-out and non walk-out groups was made through the computation of F, Mahalanobis D^2 and chi square scores.

Two BMD multivariate analysis programs were used in the study. The first was BMD05M, "Discriminant Analysis for Several Groups," and the second, BMD07M, "Stepwise Discriminant Analysis" (Dixon, ed., 1968).

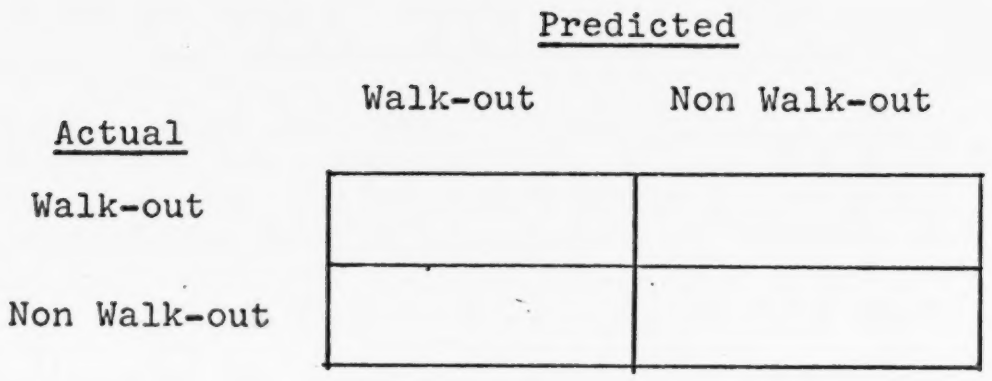

Fig. 5. Separation of Walk-out/ Non Walk-out Groups

Testing the Hypotheses Model

In order to test the significance of the hypotheses model there was a need to classify the respondents into the eight groups affiliated with the hypotheses. The steps involved are summarized below:

1. From the questionnaire each participant's responses were recorded on a computer coding form. After each individual's questionnaire was transferred, total scores for risk taking (items 27-34), satisfaction (items 43-46) and dissatisfaction (items 47-50) were derived and entered on the coding form.

2. The mean was figured on each variable for all respondents.

3. The BMD02D program, "Correlation with Trans-generation," was utilized for the third step. A special feature of this program is the selection of cases from the input data by specifying a Boolean expression (Dixon, ed., 1968). Individual respondents were assigned to one of the eight groups depending on whether their scores on each of the three variables were high (above the mean) or low (below the mean). The eight possible groups are presented in Figure 4, Section II.

Following assignment of each individual into one of the eight classifications, it was necessary to test the walk-out and non walk-out content of each group to

ascertain support or non-support for the hypotheses. Once the respondents were categorized into the eight different groups, the following procedure was utilized:

1. Since each group contained some walk outs and some non walk outs, and since the two totals were not of equal size, it was necessary to determine the percentage of the total walk outs and the percentage of the total non walk outs which fell into each group.

2. A t value for the percentages was calculated to determine the existence of significant differences in the composition of each group. The standard Fisher formula was used:

$$t = \frac{P_1 - P_2}{\frac{p_1 q_1}{N_1} + \frac{p_2 q_2}{N_2}}$$

where

P_1 = Percent of group one that possesses some characteristic

q_1 = Percent of group one that does not possess some characteristic

P_2 = Percent of group two that possesses some characteristic

q_2 = Percent of group two that does not possess some characteristic

Reliability of the Variable Measures

Several precautions were taken to increase the reliability of the variable measures. Great care was taken in the construction of the instrument to insure clarity and neutrality in the wording of each question and response category. The standardized format of the questionnaire, order of the questions, and instructions for recording responses aided in ensuring uniformity from one measurement situation to another (Selltiz, et al, 1964).

Three basic methods are available to measure the reliability of an instrument. The first is known as a stability measure, the second, equivalence, and the third, internal consistency. The method of obtaining a coefficient of stability is generally referred to as test-retest. Alternate forms or split-half methods provide estimates of equivalence.

Test-retest procedures were not utilized due to the anonymity of the respondents in both the pilot and major studies. A coefficient of equivalence would have required the lengthening of the questionnaire and the time teachers would spend in responding to it. Primary concern was given to maximizing the response rate. Anonymity was necessary because the 1968 Florida school crisis was still an emotionally laden topic for Florida teachers, administrators and school board members, and fear of reprisals against teachers and administrators was still prevalent. Brevity was also essential in insuring an adequate response rate, particularly since the instrument was administered in May, when teachers begin their "year-end push."

The coefficient of consistency, or internal consistency of the three variable measures provides an estimate of reliability from a single administration of a single test form. Additionally, this concept probably comes closest to the basic idea of reliability, and there probably can not be high internal consistency and at the same time low retest reliability (stability), except after very long time intervals (Guilford, 1956).

The internal consistency of each of the three major variables of the study was determined through the use of a generalized formula for reliability which is:

$$r_{tt} = \left(\frac{n}{n-1}\right)\left(1 - \frac{\Sigma V_i}{V_t}\right)$$

where

V_i = Variance of part I of a test, the size not specified

V_t = Variance of total scores

n = Number of parts

The pilot study was utilized to determine the reliability for each of the three variables. The coefficient alpha for risk taking was .68, for satisfaction, .75, and for dissatisfaction, .67.

These are moderate reliability measures. However, all internal consistency measures that depend upon a single administration of a test, such as in an exploratory study of this type, probably underestimate the reliability of a test (Guilford, 1954). Additionally, there is an increase in reliability with the increased length of the test. Because of the necessity for brevity, the risk-taking measure was comprised of only eight items, the satisfaction and dissatisfaction measures were comprised of only four items each. Had each measure been lengthened by three times the number of homogenous items, the reliability of each of the measures would have been better than .85.

Considering the probable underestimation of the reliability of each variable and the brevity of the instrument, the alpha coefficients obtained represent fairly high reliability measures and a confident acceptance of the reliability of the three variable measures.

Other Statistical Procedures

Nearly all of the statistics used in further manipulation of the data are commonly used in reporting data of the type included in this study. For this reason, no other specific comments are made on the use of such statistics as analysis of variance, rank-order correlation or t-test of difference between means.

Validity of the Variable Measures

The study is an actual test of the pragmatic validity of the variable measures as depicted in the conceptual model. The pilot study, conducted in a single Florida county, indicated that the variable measures have definite pragmatic validity since they differentiate between groups across walk-out and non walk-out behavior. Utilizing multiple discriminant analysis procedures all respondents in the pilot study were classified into a matrix of actual walk-out and non walk-out behavior, as opposed to predicted behavior based on the three variables. The classification matrices of the pilot study are depicted in Table 3.

Table 3 indicates that out of 49 actual walk outs included in the sample, 36 were classified accurately

as walk outs, while 13 were inaccurately classified. Twenty-six of thirty-nine individuals who did not walk out were classified correctly as to predicted non walk-out behavior, while the behavior of nine was predicted incorrectly. Discriminant analysis procedures therefore predicted accurately for 62 of the 84 respondents, or a 74 percent accuracy of prediction, significant at the .01 level of probability.

TABLE 3

Validity Measure - Combined Scores

Actual Behavior	Predicted Behavior		
	Walk-out	Non Walk-out	Total
Walk-out	36	13	49
Non Walk-out	9	26	35
Total	45	39	

Chi-square 19,76 significant at .01 level of probability.

A Note on Risk-taking Instrument

The initial Job Preference Inventory as constructed by Lawrence K. Williams (1960) was in the form of forced choice alternatives. Each of the eight items was "either-or" rather than on a Likert-type ordinal scale as utilized in this study. The forced choice method allowed for too little differentiation among risk takers. The high risk choice in Williams' pairings received an 0. The possible range for each respondent was 0 - 8. By using a Likert-type ordinal scale in this study a range of 8 - 48 was possible, allowing for greater differentiation of "high" and "low" risk takers. The value of this larger range possibility is evident in Section IV, where risk-taking scores are examined in each of the hypotheses groups.

SECTION V

ANALYSIS OF THE DATA

The specific purpose of this study was to test the conceptual and hypotheses models described in Section III. Section V displays the data and explains the results in terms of the statistical calculations. First, data related to the general conceptual model are examined. Next, data concerning the eight hypotheses is presented and discussed.

A. THE CONCEPTUAL MODEL

The conceptual model indicates that the intrinsic and extrinsic elements of the work setting directly influence the teacher's decision to walk out or remain in the classroom. This decision is partly conditioned by the individual's risk-taking propensity.

The theoretical framework of the study suggests that variables conducive to walk-out behavior are low satisfaction, high dissatisfaction, and high risk-taking propensity. High satisfaction, low dissatisfaction, and low risk-taking propensity are factors which contribute to non walk-out behavior.

Tables 4 and 5 indicate that intrinsic and extrinsic job factors of the work environment, and the risk-taking propensity of the teacher do discriminate between teachers who walked out and those who did not walk out. The data discloses that teachers who walked out are significantly different from those who remained on each of the three variables, or combinations of variables, i.e., they are from two separate populations. Teachers who walked out are significantly less satisfied, more dissatisfied, and higher risk takers than those teachers who did not walk out.

TABLE 4

Means and Standard Deviations for Satisfaction, Dissatisfaction and Risk-taking Variables for Walk-out and Non Walk-out Groups

Variable	Walk-out (n=117) Mean	S.D.	Non Walk-out (n=83) Mean	S.D.
Satisfaction	17.21	4.37	19.52	3.65
Dissatisfaction	15.06	4.02	17.43	4.12
Risk-taking	31.97	5.84	30.14	4.97

TABLE 5

A Comparison of the F Ratios and Probabilities of the Satisfaction, Dissatisfaction, and Risk-Taking Variables

Variables	F	df_1	df_2
Satisfaction	15.45**	1	198
Dissatisfaction	16.60**	1	198
Risk-taking	5.34*	1	198
Satisfaction and Dissatisfaction	10.06**	2	197
Satisfaction and Risk-taking	13.52**	2	197
Dissatisfaction and Risk-taking	12.05**	2	197
Satisfaction, Dissatisfaction, and Risk-taking	10.29**	3	196

*$p < .05$
**$p < .01$

Tables 6 and 7 present evidence that walk-out and non walk-out behavior can be predicted from the intrinsic and extrinsic job factors of the work environment. Utilizing multiple discriminant analysis procedures, walk-out and non walk-out respondents were classified into predicted behavior categories from their variable scores.

Satisfaction

Table 6 demonstrates that the intrinsic variable, satisfaction, significantly predicts walk-out and non walk-out behavior. Sixty-nine of the 117 respondents who actually walked-out scored low in satisfaction, while 55 of the 83 participants who did not walk out expressed high satisfaction. Three of every five teachers who actually walked-out expressed low satisfaction, while two of every three teachers who remained in the classrooms disclosed high satisfaction with intrinsic job factors.

TABLE 6

Prediction of Walk-out and Non Walk-out Behavior from Satisfaction Scores

	PREDICTED BEHAVIOR		
ACTUAL BEHAVIOR	Walk-out Low Satisfaction	Non Walk-out High Satisfaction	Chi Square
Walk-out	69	48	12.27*
Non Walk-out	28	55	

*$p < .01$

Dissatisfaction

The extrinsic measure, dissatisfaction, as depicted in Table 7 significantly predicts walk-out and non walk-out behavior. Of the 117 teachers who walked out, 69 indicated high dissatisfaction with the extrinsic factors of the work environment. Fifty-one of the 83 teachers who did not walk out expressed low dissatisfaction. Three out of every five teachers are accurately classified into predicted categories from their scores on the extrinsic variable.

TABLE 7

Prediction of Walk-out and Non Walk-out Behavior from Dissatisfaction Scores

ACTUAL BEHAVIOR	PREDICTED BEHAVIOR: Walk-out High Dissatisfaction	PREDICTED BEHAVIOR: Non Walk-out Low Dissatisfaction	Chi-Square
Walk-out	69	48	8.08*
Non Walk-out	32	51	

*p < .01

Satisfaction and Dissatisfaction

Table 8 shows that through the use of multiple discriminant analysis procedures, a significant prediction is made from the combined intrinsic and extrinsic varibles. Seventy-one of the 117 walk-out respondents were classified in the predicted walk-out group, while 53 of the 83 non walk-out teachers were placed in the predicted non walk-out group. One hundred twenty-four, or sixty-two percent, of the 200 teachers were accurately classified.

TABLE 8

Prediction of Walk-out and Non Walk-out Behavior from Combined Satisfaction and Dissatisfaction Scores

ACTUAL BEHAVIOR	PREDICTED BEHAVIOR: Walk-out Low Satisfaction High Dissatisfaction	PREDICTED BEHAVIOR: Non Walk-out High Satisfaction Low Dissatisfaction	Chi-Square
Walk-out	71	46	11.68*
Non Walk-out	30	53	

*p < .01

Risk-taking

Table 9 indicates that of the 117 teachers who walked out, 62 were high risk-takers and 55 were low risk takers. Of the 83 non walk-out participants, only 28 were high risk takers, while 55 exhibited low risk-taking propensity. Risk-taking is a significant predictor of walk-out and non walk-out behavior.

TABLE 9

Predicted Walk-out and Non Walk-out Behavior from Risk-taking Scores

ACTUAL BEHAVIOR	PREDICTED BEHAVIOR: Walk-out High Risk-Taking	PREDICTED BEHAVIOR: Non Walk-out Low Risk-Taking	Chi-Square
Walk-out	62	55	7.20*
Non Walk-out	28	55	

*$p < .01$

The data reveal that two out of every three participants who did not walk out were low risk takers. There is only a slight difference in the number of walk-out respondents on the high and low risk-taking dimensions.

Risk taking is a less accurate initial predictor of walk-out behavior than are satisfaction and dissatisfaction measures. This supports the conceptual model which views risk-taking propensity as a conditioning variable, and the intrinsic and extrinsic elements of the work environment as major factors in the teacher's decision to walk out or remain in the classroom. However, it is disclosed from the data that low risk-taking propensity is characteristic of over 66% of the non striking teachers of the study.

Satisfaction, Dissatisfaction and Risk-taking

Utilizing discriminant analysis procedures, the combination of the satisfaction, dissatisfaction, and risk-taking measures significantly predict walk-out

and non walk-out behavior. In Table 10, seventy-four of the 117 actual walk-out participants were classified accurately on the basis of their three variable scores. Fifty-four of the eighty-three non walk-out subjects were accurately classified. The data reveal that almost two out of every three teachers were accurately classified into walk-out and non walk-out groups. The Mahalanobis D^2, which tests the hypotheses that the mean value is the same for both groups is 31.17. This is equivalent to a chi square with three degrees of freedom, and far exceeds the .01 level of probability. The hypotheses that mean values are the same is rejected. This supports the data found in Tables 4 and 5, which reported similar findings.

TABLE 10

Predicted Walk-out and Non Walk-out Behavior from Combined Satisfaction, Dissatisfaction, and Risk-taking Scores

	PREDICTED BEHAVIOR		
ACTUAL BEHAVIOR	Walk-out High Risk-Taking Low Satisfaction High Dissatisfaction	Non Walk-out Low Risk-Taking High Satisfaction Low Dissatisfaction	Chi Square
Walk-out	74	43	15.71*
Non Walk-out	29	54	

*$p < .01$

Risk-taking Propensity as a Conditioning Variable

The conceptual model depicted risk taking as a conditioning variable. Data from Table 8 suggested that risk taking does not predict walk-out behavior as accurately as the intrinsic and extrinsic measures do. However, low risk taking was found to be associated with non walk-out behavior. The data specified that 62 walk-out participants were high risk takers, and 55 were low

risk takers. Further analysis of the data indicates some important differences in the walk-out patterns of those 117 teachers. Fifty-two of the 117 teachers returned to the classroom shortly after the strike began. Sixty-five remained out of the classroom for more than ten days.

Closer scrutiny of the data reveal significant differences on each of the three variables for the two walk-out groups. Table 11 surprisingly indicates that the walk-out group expressing the most dissatisfaction and the least satisfaction returned to the classroom shortly after the walk out began. Particularly impressive is the significantly high expression of dissatisfaction. However, their risk-taking propensity is significantly lower than the walk-out group who remained out of the classroom for more than ten days.

TABLE 11

A Comparison of the Means, Standard Deviations and F Ratios and Probabilities of the Satisfaction, Dissatisfaction, and Risk-taking Variables for Two Walk-out Groups

	Walk out 11 days or more (n=65)		Walk out 10 days or less (n=52)				
Variable	$\bar{X}$	S.D.	$\bar{X}$	S.D.	df_1	df_2	F
Satisfaction	18.11	3.99	16.09	4.60	1	115	6.41*
Dissatisfaction	16.28	3.68	13.54	3.94	1	115	15.05**
Risk-taking	33.26	5.59	30.35	5.79	1	115	7.62**

*$p < .05$
**$p < .01$

Table 12 supports the evidence that risk taking significantly discriminates between those who walked out and shortly returned to the classroom, and those who continued the walk out. Almost two of every three teachers who walked out for 11 days or more were high risk takers, while three of every five teachers who walked out and then returned to their classrooms shortly after the walk out began, were low risk takers.

TABLE 12

Predicted Walk-out Behavior Conditioned by Risk-taking Propensity for Two Walk-out Groups

	High Risk Taking	Low Risk Taking	Chi-Square
Walk-out (11 days or more)	41	24	5.89*
Walk-out (10 days or less)	21	31	

*$p < .02$

This evidence suggests that while low satisfaction and high dissatisfaction contribute to the initial decision to walk out, high risk-taking propensity conditions the reaffirmation of that day-by-day decision of the teacher to remain out of the classroom. A low risk taker, oriented to job security, and suddenly placed in an environment which openly threatens that security has little choice but to return to the classroom under conditions which may lead to further dissatisfaction and less satisfaction.

The data further imply that the decision to walk out by low risk takers requires a much higher degree of dissatisfaction and a much lower expression of satisfaction than for high risk takers. It appears that a low risk taker must initially reach a threshold of high dissatisfaction and low satisfaction before he is willing to assume the risks involved in the decision to walk out, and then reverses that decision when his job security is threatened.

Summary

The data reported confirms the relationships of the dependent, conditioning, and independent variables of the study and therefore substantiates the conceptual model.

B. THE HYPOTHESES MODEL

The hypotheses model was built from eight hypotheses concerning predictions of walk-out and non walk-out behavior (see Section III). The model presented eight possible groups derived from the high-low continuum combinations of the three variables, satisfaction with intrinsic job aspects, dissatisfaction with extrinsic job factors, and risk-taking propensity (Figure 2, Section III).

The eight teacher groups ranged from a high level of walk-out predictability to a high level of non walk-out predictability (Figures 3 and 4, Section III). The first four hypotheses predicted walk-out behavior for individuals assigned to their corresponding groups. Hypotheses five through eight predicted non walk-out behavior for teachers assigned to their corresponding groups.

Table 13 distributes each of the 117 walk-out and 83 non walk-out participants into the eight hypotheses model groups. Table 14 shows the proportion of walk-out and non walk-out teachers in each group.

Hypotheses One, Two, Three and Four

Each of the first four hypotheses predicted walk-out behavior for individuals assigned to its corresponding group. Teachers in Group One were expected to exhibit the highest rate of walk-out behavior. Those whose scores placed them in Groups Two, Three and Four were expected to walk out, but at lower levels of predictability.

The hypothesis associated with Group One stated that:

> Teachers scoring low in their satisfaction with intrinsic job factors, scoring high in their dissatisfaction with extrinsic job factors, and scoring high on risk taking, walked out.

Table 13 indicates that 23 of the 29 teachers in this group did walk out. Table 14 shows that while 20 percent of all walk outs are assigned to this group, only seven percent

of all non walk outs are placed in Group One. Hypothesis One, predicting a high walk-out rate for individuals in Group One, is therefore accepted at the .01 level of confidence.

TABLE 13

A Comparison of the Walk-out and Non Walk-out Participants in Each of the Eight Hypotheses Groups

	SCORES					
GROUP	R.T.	Sat.	Diss.	Walk-outs	Non Walk-outs	TOTAL
1	High	Low	High	23	6	29
2	Low	Low	High	28	14	42
3	High	Low	Low	11	2	13
4	High	High	High	11	5	16
5	Low	Low	Low	7	6	13
6	Low	High	High	7	7	14
7	High	High	Low	17	15	32
8	Low	High	Low	13	28	41
			TOTAL	117	83	200

Hypothesis Two stated that:

> Teachers scoring low in their satisfaction with intrinsic job factors, scoring high in their dissatisfaction with extrinsic job factors, and scoring low on risk taking, walked out.

Twenty-eight walk-out and 14 non walk-out teachers were placed in Group Two as reported in Table 13. Table 14 indicates that this represents 24 percent of all walk outs

and 17 percent of all non walk outs in the study. No significant difference was found between the walk-out and non walk-out composition of the group. However, a strong tendency in the direction of the predicted walk-out behavior is present.

TABLE 14

A Comparison of the Proportion of Walk-out and Non Walk-out Teachers in the Eight Hypotheses Groups

GROUP	SCORES R.T.	Sat.	Diss.	% of Walk outs	% of Non Walk outs	t
1	High	Low	High[1]	20	07	2.82**
2	Low	Low	High[1]	24	17	1.43
3	High	Low	Low[1]	09	02	2.29*
4	High	High	High[1]	09	06	.81
5	Low	Low	Low[2]	06	07	.29
6	Low	High	High[2]	06	08	.54
7	High	High	Low[2]	15	18	.56
8	Low	High	Low[2]	11	34	3.38**
			TOTAL	100%	99%	

*p < .05
**p < .01
[1]Predicted walk out
[2]Predicted Non Walk out

The third hypothesis, associated with Group Three, stated:

> Teachers scoring low in their satisfaction with intrinsic job factors, scoring low in their dissatisfaction with extrinsic job factors, and scoring high on risk taking, walked out.

Table 13 shows that 11 of the 13 teachers in this group did walk out, while only two did not. Table 14 reports that 9 percent of all walk outs and two percent of all non walk outs were categorized in Group Three. The data supports the third hypothesis beyond the .05 level of confidence.

Hypothesis Four predicted that:

> Teachers scoring high in their satisfaction with intrinsic job factors, scoring high in their dissatisfaction with extrinsic job factors, and scoring high on risk taking, walked out.

The data from Table 13 indicate that Group Four was composed of 16 teachers. Eleven of those teachers walked out and five remained in the classrooms. Table 14 depicts nine percent of all walk-out teachers and six percent of all non walk-out participants as belonging to this group. No significant difference was found between the walk-out and non walk-out composition of the fourth group, but the data do reveal a tendency in the direction of supporting the hypothesis.

Combining the four groups into one group predicting walk-out behavior further substantiates the general hypotheses model. Table 15 indicates that 73 of the 100 teachers in the four predicted walk-out groups did walk out during the school crisis, while only 27 did not walk out. Sixty-two percent of all teachers who walked out are located in predicted walk-out groups. Only thirty-two percent of the teacher participants who did not walk out are assigned to these four groups. Table 15 reports a significant difference beyond the .001 level of confidence in the total walk-out and non walk-out composition of the combined four groups.

TABLE 15

A Comparison of the Walk-out and Non Walk-out Composition of Four Groups Predicted to Exhibit Walk-out Behavior

GROUP	WALK-OUTS n	WALK-OUTS %	NON WALK-OUTS n	NON WALK-OUTS %	t
1	23	20	6	07	
2	28	24	14	17	
3	11	09	2	02	
4	11	09	5	06	
TOTAL	73	62	27	32	4.40

$p < .001$

Hypotheses Five, Six, Seven and Eight

Each of the fifth through the eighth hypotheses predicted non walk-out behavior for individuals assigned to its corresponding group. Teachers in Group Eight were expected to exhibit the highest rate on non walk-out behavior. Those whose scores placed them in Groups Five, Six and Seven were expected to remain in the classrooms, but at lower levels of predictability.

The fifth hypothesis expressed that:

> Teachers scoring low on both satisfaction with intrinsic factors and dissatisfaction with extrinsic factors, and scoring low in risk taking, did not walk out.

Data from Tables 13 and 14 show only a very slight tendency in the direction of supporting the hypothesis. Seven walk-out teachers, or six percent of all walk outs, and six non walk-out teachers, or seven percent of the

total non walk outs were classified in Group Five. No significant differences exist in the walk-out and non walk-out composition of Group Five.

Hypothesis Six indicated that:

> Teachers scoring high on both satisfaction with intrinsic factors and dissatisfaction with extrinsic factors, and scoring low in risk taking, did not walk out.

Tables 13 and 14 present no significant findings to confirm Hypothesis Six. A slight tendency in the direction of supporting the prediction does exist. Seven teachers in Group Six, or six percent of all walk-out teachers, did walk out, while seven participants did not walk out, representing eight percent of total non walk-out teachers.

The seventh hypothesis states that:

> Teachers scoring high in their satisfaction with intrinsic job factors, scoring low in their dissatisfaction with extrinsic job factors, and scoring high in risk taking, did not walk out.

Data reported in Tables 13 and 14 indicate that 17 walk-out teachers, or 15 percent of the total walk-out participants, and 15 non walk-out teachers representing 18 percent of all non walk-out participants were assigned to Group Seven. No significant differences exist in the walk-out and non walk-out composition of this group, but a slight tendency exists in the direction of supporting the hypothesis.

Hypothesis Eight stated that:

> Teachers scoring high in their satisfaction with intrinsic job factors, scoring low in their dissatisfaction with extrinsic job factors, and scoring low in risk taking, did not walk out.

The highest level of non walk-out probability was predicted for teachers assigned to the group associated with Hypothesis Eight. Data from Tables 13 and 14 support this conclusion. Group Eight was composed of thirteen teachers who walked out, or 11 percent of all participants who walked out, and 28 non walk-out teachers, or 34 percent of the total study respondents who did not walk out, are found in Group Eight. The data confirm the hypothesis at the .01 level of confidence.

Combining the four predicted non walk-out groups into one larger group provides further support for the hypothesis model. Table 16 indicates that only 44 of the 117 walk-out participants are located in the predicted non walk-out groups, while 56 of the 83 study teachers who did not walk out are assigned to these groups. Sixty-eight percent of all teachers who did not walk out are in this group while only thirty-eight percent of all teachers who did walk-out comprise this predicted non walk-out group. Table 16 reports a significant difference in the walk-out and non walk-out composition of the combined groups beyond the .01 level of confidence.

TABLE 16

A Comparison of the Walk-out and Non Walk-out Composition of Four Groups Predicted to Exhibit Non Walk-out Behavior

GROUP	WALK-OUTS n	WALK-OUTS %	NON WALK-OUTS n	NON WALK-OUTS %	t
5	7	6	6	7	
6	7	6	7	8	
7	17	15	15	18	
8	13	11	28	34	
TOTAL	44	38	56	67	4.30

$p < .001$

Summary

The hypotheses model presented eight groups, each corresponding to a hypothesis which predicted the walk-out or non walk-out composition of each group. Significant differences were found in the composition of three of the eight groups. Data for each of the other five groups revealed tendencies in the direction of supporting the other hypotheses. The highest rate of walk out was

predicted for Group One. The highest level of non walk out was predicted for Group Eight. The data confirms those predictions.

C. SUMMARY

The data reported in Section V confirm the relationship of the intrinsic and extrinsic job factors, risk-taking propensity, and the walk-out behavior of teachers.

High satisfaction with intrinsic job factors, low dissatisfaction with extrinsic job factors and low risk-taking propensity are more conducive to non walk-out behavior, while low satisfaction, high dissatisfaction, and high risk-taking propensity are high predictors of walk-out behavior among teachers.

The evidence presented significantly supports both the conceptual and hypotheses models of the study.

SECTION VI

SUMMARY AND CONCLUSIONS

A. SUMMARY

The general question to which this study was addressed was: "What are the differences between those Florida teachers who walked out in the Spring of 1968 with respect to their risk-taking propensity and the supportive and/or non supportive factors of their work environment?"

Specifically, the objectives of the study were to test two models which predicted walk-out and non walk-out behavior. The general or conceptual model postulated that the teacher's decision to walk out or not walk out was influenced by the amount of the individual's satisfaction with intrinsic work factors and dissatisfaction with extrinsic job aspects of the work environment.

The hypotheses model was derived from the conceptual model. Each teacher was assigned to one of the eight groups with other teachers having similar scores on the satisfaction, dissatisfaction, and risk-taking propensity measures. Each of the eight hypotheses predicted either walk-out or non walk-out behavior for teachers in its corresponding group.

Data for the study was obtained from the responses of 200 teachers to a mailed questionnaire which included the satisfaction, dissatisfaction, and risk-taking variable measure.

Multiple discriminant analysis procedures were used to test the conceptual model. A correlation with trans-generation program, specifying a Boolean expression, was utilized to assign participants to the eight groups of the hypotheses model. A $\underline{t}$ value was calculated to determine the existence of significant differences in the walk-out and non walk-out composition of each group.

The data reported in the study confirmed the relationships of the dependent, independent, and conditioning variables and therefore substantiated the general or

conceptual model. Satisfaction, dissatisfaction, and risk-taking propensity each significantly predicts walk-out and non walk-out behavior.

In summary, the data revealed that high satisfaction with intrinsic factors, low dissatisfaction with extrinsic job aspects, and low risk-taking propensity are conducive to a teacher's decision to remain in the classroom, while high dissatisfaction, low satisfaction, and a high risk-taking propensity, were related to a teacher's decision to strike. Additionally, risk-taking propensity affects the decision of a teacher who has walked out in the decision to remain on strike, or to return to the classroom.

B. CONCLUSIONS

A basic premise of this research was that the work environment influences worker behavior. The study divided the work environment into two categories, extrinsic and intrinsic aspects of the job setting.

An important conclusion derived from the study is that the 1968 Florida school crisis was more than a dispute over extrinsic job factors, such as salary and physical working conditions, between the Florida Education Association (FEA) and its local affiliates and the governor, legislature, and boards of education. Of course, dissatisfaction with extrinsic factors cannot be ignored as a major contributor to the teacher strike. Teachers who walked out in support of FEA expressed greater dissatisfaction with these factors than those teachers who did not support the FEA position and remained in their classroom.

However, the greatest discrepancy between the striking and non-striking teachers occurred in the expressed amount of satisfaction derived from the intrinsic aspects of the job setting. Teachers who walked out reported lower satisfaction with regard to opportunities for personal achievement, opportunities for the management and control of tasks and activities relative to the teaching position than did those teachers who did not walk out.

These findings suggest that the benevolent paternalistic attitudes of boards of education and administrators toward employees is no longer acceptable to a large number of Florida teachers whose needs require them to demand participation and involvement in the making of policy and decisions which affect the tasks and activities they perform.

This undoubtedly involves new arrangements of people and activities within the school setting, since the present bureaucratic structure does not lend itself to meeting these new demands.

The study further suggests that if future teacher walk outs are to be successful, the teachers must be less concerned with job security. The Florida teacher walk out was critically weakened by the majority of teachers who did not walk out and by those who quickly returned to their classrooms, after initially supporting the strike, when confronted by the threats of local boards of education and state governmental officials. Both groups of these teachers were primarily low risk takers, placing greater emphasis upon job security factors than those teachers who continued the walk out.

In conclusion, the study suggests that if the current unrest and so-called "militant" behavior of teachers are to be reduced, boards of education and school administrators must design organizations which adequately meet extrinsic and intrinsic demands of the work environment. Such action, in removing much of the source of this unrest, would contribute to the motivation of teachers toward better performance and such action would tend to reduce walk-out behavior and its possible disruptive influence in the education of children.

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APPENDIX

ENVIRONMENTAL-WORK STUDIES PROJECT

THE FLORIDA STATE UNIVERSITY

TALLAHASSEE 32306

DEPARTMENT OF EDUCATIONAL ADMINISTRATION | EDUCATIONAL SYSTEMS & PLANNING CENTER | COLLEGE OF EDUCATION

Dear Teacher:

This is a study of public school teachers. Its purpose is to gain an accurate picture of teachers' attitudes towards their profession and their feelings about teacher walk-outs.

Needless to say, your cooperation is essential if the study is to be successful. Your willingness to take valuable time for this research is certainly appreciated. We believe you will find this an interesting experience.

Your task is to complete the attached questionnaire. This is not a test. There are no right or wrong answers. Please answer the questions the way you really feel. You will note that there is no place for your name. Please do not sign the questionnaire. Your individual answers are completely confidential. No one connected with your school district will ever examine them. Your responses will be analyzed at Florida State University along with those of the other respondents.

Any reports from your combined questionnaire will include only summaries of data, and in no way will identify school or individual responses.

Thank you very much for your cooperation and participation.

Dr. Gordon S. Purrington
Project Director

INSTRUCTIONS

1. Please answer the questions in order.

2. Most questions can be answered by checking one of the answers provided. If you do not find the answer that exactly fits your case, check the one that comes closest to it.

3. Please respond to every item unless otherwise directed.

4. Numbers at the side of each question number are for transferring the data to IBM cards for computing purposes. Please ignore them in completing the questionnaire items.

ABOUT YOURSELF

The way people feel, their attitudes, and the ideas they have may be different because of the number of years they have worked, the amount of money they make and the kind of job they have. Researchers, therefore, usually ask for some basic information such as sex, length of service, salary, subject or grade taught, and other items.

Again, let me remind you that this research is of a confidential nature. No one in the school system will ever see your answers to these questions.

Please check one choice in each item unless otherwise directed.

1:07 1. Grade level you teach:

___(1) K ___(4) 7-9
___(2) 1-3 ___(5) 10-12
___(3) 4-6 ___(6) Other (Please Explain)_____

1:08 2. What is your sex?

___(1) Male ___(2) Female

1:09 3. What is your age?

___(1) Less than 25 years ___(4) 41-50 years
___(2) 25-30 years ___(5) 51-60 years
___(3) 31-40 years ___(6) 61 years or over

The following background questions pertain to you during that part of the school year preceding the teacher walk-out.

1:10 4. Grade level you taught then:

___(1) K ___(4) 7-9
___(2) 1-3 ___(5) 10-12
___(3) 4-6 ___(6) Other (Please Explain)_____

1:11 5. My marital status at that time was:

___(1) Single ___(3) Separated ___(5) Widowed
___(2) Married ___(4) Divorced

1:12 6. How many persons (including yourself) were dependent on your teacher's salary at that time?

___(1) None ___(4) Three ___(7) Six
___(2) One ___(5) Four ___(8) Seven
___(3) Two ___(6) Five ___(9) Eight or more

1:13 7. At the time of the walk-out how dependent were you upon your salary?

___(1) I was extremely dependent upon my salary.
___(2) Very dependent
___(3) Somewhat dependent
___(4) Not very dependent
___(5) I was not at all dependent upon my salary.

1:14 8. My teacher rank at that time was:

___(1) Rank I (Doctorate)
___(2) Rank IA (Sixth year program)
___(3) Rank II (Masters)
___(4) Rank III (Bachelors)
___(5) Rank IV (Less than Bachelors)
___(6) Other (Please list)_____

1:15 9. How long had you been teaching then?

___(1) One year or less ___(4) 11-15 years
___(2) 2-5 years ___(5) 16-20 years
___(3) 6-10 years ___(6) Over 20 years

1:16 10. How long had you been teaching in the school district?

___(1) One year or less ___(4) 11-15 years
___(2) 2-5 years ___(5) 16-20 years
___(3) 6-10 years ___(6) Over 20 years

1:17 11. What was your tenure status?

___(1) Non-tenured ___(2) Tenured

1:18 12. Did you walk out?

___(1) Yes ___(2) No

1:19 13. Did you submit an undated resignation to your education association or union prior to the walk-out?

___(1) Yes ___(2) No

1:20 14. List the two most important reasons why teachers walked-out.

(1)_____

(2)_____

1:21 15. List the two most important reasons why teachers did not walk-out.

(1)_____

(2)_____

IF YOU DID WALK OUT, ANSWER QUESTIONS 16, 17, 18, AND THEN COMPLETE THE REMAINING QUESTIONS. IF YOU DID NOT WALK OUT, GO DIRECTLY TO QUESTION 19 AND THEN COMPLETE THE REMAINING QUESTIONS.

1:22 16. How many school days did you stay out? (Check only one)

___(1) 5 days or less
___(2) 6-10 days
___(3) 11-15 days
___(4) 16-20 days
___(5) 21 days or more

1:23 17. After the walk-out, but during that same school year:

___(1) I returned to a teaching position.
___(2) I accepted a non-teaching job.
___(3) I returned to college (or university).
___(4) I did none of the above.

1:24 18. Following the walk-out I returned to a teaching position in the district because: (Check one)

___(0) I did not return to a teaching position in the district.
___(1) I did not want to break my contract.
___(2) The other teachers returned.
___(3) I did not wish to lose my position.
___(4) Low finances forced me to return.
___(5) The walk-out was declared ended.
___(6) My family urged me to return.
___(7) My friends urged me to return.
___(8) Other (Please explain)_____

1:25 19. The year immediately following the walk-out, I did (or plan to):

___(1) Teach school
___(2) Work in a non-teaching job
___(3) Return to college
___(4) Do none of the above

1:26 20. As of NOW:

___(1) I would walk out under similar circumstances.
___(2) I might walk out under similar circumstances.
___(3) I am not sure if I would walk out under similar circumstances.
___(4) I might not walk out under similar circumstances.
___(5) I would not walk out under similar circumstances.
___(6) I would not walk out under most circumstances.
___(7) I would not walk out under any circumstances.

1:27 21. Were you a member of your state education association prior to the walk-out?

___(1) Yes ___(2) No

1:28 22. Are you a member of your state education association now?

___(1) Yes ___(2) No

1:29 23. Were you a member of the teachers union prior to the walk-out?

___(1) Yes ___(2) No

1:30 24. Are you a member of the teachers union now?

___(1) Yes ___(2) No

1:31 25. Were you a member of the NEA prior to the walk-out?

___(1) Yes ___(2) No

1:32 26. Are you a member of the NEA now?

___(1) Yes ___(2) No

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ABOUT YOUR WORK

All of us have different requirements for the job which we would find most attractive. The following are a number of alternatives that you might be faced with in considering job opportunities. Please place an "X" on the scale between the two extremes in the space that most accurately reflects your feelings on each item.

1:33	27.	A job where I am almost always on my own.	___ ___ ___ : ___ ___ ___	A job where there is nearly always someone available to help me with problems I don't know how to handle.
1:34	28.	A job where I have to make many decisions by myself.	___ ___ ___ : ___ ___ ___	A job where I have to make few decisions by myself.
1:35	29.	A job where my instructions are quite detailed and specific.	___ ___ ___ : ___ ___ ___	A job where my instructions are very general.
1:36	30.	A job where I am almost always certain of my ability to perform well.	___ ___ ___ : ___ ___ ___	A job where I am usually pressed to the limit of my ability.
1:37	31.	A job where I am the final authority on my work.	___ ___ ___ : ___ ___ ___	A job where there is nearly always a person or procedure that will catch my mistakes.
1:38	32.	A job where I could either be highly successful or a complete failure.	___ ___ ___ : ___ ___ ___	A job where I could never be too successful but neither could I be a complete failure.
1:39	33.	A job that is changing very little.	___ ___ ___ : ___ ___ ___	A job that is constantly changing.
1:40	34.	An exciting job but one which might be eliminated in a short time.	___ ___ ___ : ___ ___ ___	A less exciting job but one which would undoubtedly exist for a long time.

In the following two sections you will be asked to register your feelings about a number of "job factors". To avoid misinterpretation of these factors, we will specifically define them here.

PHYSICAL WORKING CONDITIONS:	Available teaching equipment and the condition of your classroom and school.
TEACHING ITSELF:	The interaction between you and your students in the act of imparting knowledge or skill.
PERSONAL RESPONSIBILITY:	Being charged with and held accountable for management or control of tasks relevant to your teaching position.
SALARY:	The actual money paid you for teaching services.
RELATIONSHIP WITH PRINCIPAL:	Your associations with the principal in his supervisory and administrative capacities.
PERSONAL ACHIEVEMENT:	Your accomplishment of tasks and attainment of goals relevant to your teaching position.
ADMINISTRATIVE POLICY:	Rules, regulations, and procedure established by the school board and administration.
PERSONAL RECOGNITION:	Acknowledgement of and appreciation for your achievements.

Please keep these definitions in mind (or refer back to them) while answering the next two sections.

Rank the following job factors in their order of importance to you in a teaching position. (Place a 1 beside the most important, a 2 beside the second most important, etc.).

1:41 35. ___ SALARY

1:42 36. ___ PERSONAL ACHIEVEMENT

1:43 37. ___ PERSONAL RECOGNITION

1:44 38. ___ ADMINISTRATIVE POLICY

1:45 39. ___ TEACHING ITSELF

1:46 40. ___ PHYSICAL WORKING CONDITIONS

1:47 41. ___ PERSONAL RESPONSIBILITY

1:48 42. ___ RELATIONSHIP WITH PRINCIPAL

-7-

Please place an "X" on the scale between the two extremes in the space that best describes your job feelings prior to the walk-out.

Prior to the walk-out my attitudes toward my own position were the following:

1:49 43. My opportunities for personal achievement were:

SATISFYING ___ ___ ___ : ___ ___ ___ NOT SATISFYING

1:50 44. My opportunities for personal recognition were:

SATISFYING ___ ___ ___ : ___ ___ ___ NOT SATISFYING

1:51 45. Teaching itself (regardless of available materials) was:

SATISFYING ___ ___ ___ : ___ ___ ___ NOT SATISFYING

1:52 46. My opportunities for personal responsibility were:

SATISFYING ___ ___ ___ : ___ ___ ___ NOT SATISFYING

1:53 47. Administrative policy was:

NOT DISSATISFYING ___ ___ ___ : ___ ___ ___ DISSATISFYING

1:54 48. My relationship with the principal was:

NOT DISSATISFYING ___ ___ ___ : ___ ___ ___ DISSATISFYING

1:55 49. Physical working conditions were:

NOT DISSATISFYING ___ ___ ___ : ___ ___ ___ DISSATISFYING

1:56 50. My salary was:

NOT DISSATISFYING ___ ___ ___ : ___ ___ ___ DISSATISFYING

Thank you for your cooperation. Feel free to comment or criticize on the back of this page.